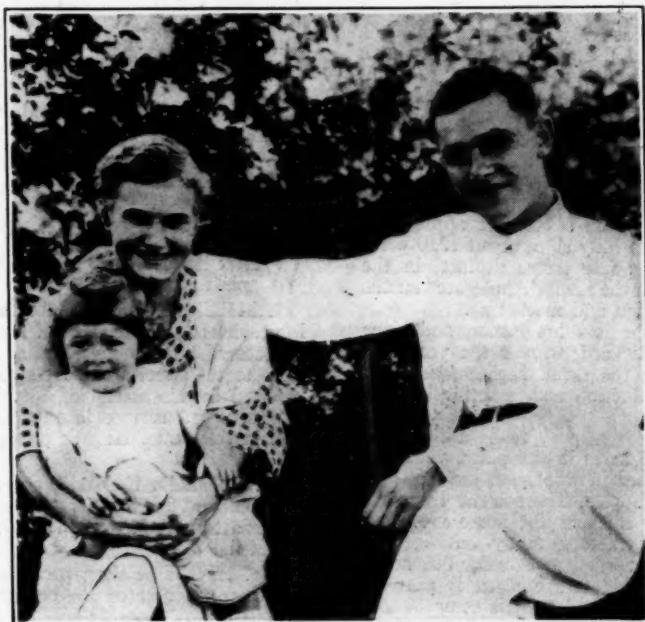


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Agricultural Education



Leslie Applegate, early American Farmer
of Freehold, New Jersey, and his family

(See editorial comment)

*"Strong interests in the welfare of people and in
the school as a means of bringing about this welfare
are vital factors in the success of a teacher"—B. C.
Lawson,*

EDITORIAL COMMENT

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LESLIE APPLIGATE—FARMER

AT the organization meeting of the Future Farmers of America, held at Kansas City in November 1928, Leslie Appligate of Freehold, New Jersey, was made an American Farmer and elected the first national F. F. A. president. He served the first year and conducted the second National Convention in November, 1929. The boys at the organization meeting selected a real farmer for their president, and the boy, now a young man of 22, is still farming and farming successfully.

It would have been strange for Leslie to be other than a farmer. He was brought up on a 300-acre apple farm that has been operated successfully since about 1910 when his father started planting apple trees. In fact, in the Freehold, New Jersey, section the name "Appligate" stands for successful apple production and marketing.

Some two years ago Leslie lost his father, and since then he and his brother, Richard, who is ten years his senior, have been operating the farm. Leslie gives most of his attention to the production end, and his brother looks after the marketing.

The farm is modern in every respect, really a big apple factory. There are some 425 acres in the place, with 300 acres in apples, and the other in woodland, swamp, and meadow. The only crop is apples. There is no livestock on the place, except a few chickens for home use. The equipment includes trucks, tractors, spray outfits, and the like; in fact, everything needed to care for 300 acres of apple trees. A modern cold storage plant is part of the equipment. The annual yield of fruit is some 30,000 bushels, which, with the exception of about 200 bushels sold locally, is marketed at wholesale to truckers and dealers who come to the storage house for the fruit.

Leslie has been married for some two years, has a fine wife, the daughter of a prominent New Jersey potato farmer, and there is a little year-old daughter about the place who keeps Mr. and Mrs. Appligate busy taking care of her. The Appligates have a beautiful farm home nicely landscaped and surrounded by apple trees. They are happy.

Leslie belongs to the Grange and the State Horticultural Society. He thinks in terms of apple production. Ride about the farm with him and he talks spraying, top-working, cover cropping, disk, varieties, color of fruit, and the like. His hobbies are fishing and hunting and beating his father-in-law at gardening. He still keeps in touch with his agriculture teacher, E. C. Stillwell, and says, "the town of Freehold works that man too hard. He is busy every minute he is not in school helping out with work to benefit the community."

[The December issue hopes to carry names of American Farmers chosen at the National Convention, October 20-27.]

THE CORRELATION OF SCIENCE AND AGRICULTURE

SINCE the introduction of vocational agriculture into the secondary schools of the United States in 1917, there has developed a definite need for the closer correlation of science and agriculture. Pupils have been given the factual information about, and the practical application of subject matter in agriculture, but often there has been a lack of understanding of the underlying reasons for the different procedures. Pupils have been allowed to put scientific agriculture into practice without knowing the "why" and "how."

During the past few years, considerable time and thought have been given by some to this important matter, and to the study of the possibilities for the correlation of the science and agriculture. It is evident that there is not only a great need for correlation, but that such correlation is feasible. The science may be correlated with plant and animal enterprises separately, or plant and animal enterprises with related science may be taught the same year.

In one state, at least, an attempt has been made to prepare definite units in science related to plants. It is expected that teachers will correlate the different units, to enable the student to understand the principles underlying the particular phase of agriculture being studied, and to make the adaptations and adjustments to the practical application of subject matter.

It is suggested that the individual teachers analyze the additional units in science and in this way complete the first step in the correlation of science and agriculture.—J. D. Blackwell.

STIMSON HONORED FOR LONG SERVICE

WE reproduce part of a newspaper clipping we have picked up:

"AMHERST, July 24—At the annual banquet of the Massachusetts Association of Agricultural Instructors and Directors held Monday night at M. S. C., Rufus W. Stimson, state supervisor of agricultural education, was honored by his assembled associates for his 25 years of uninterrupted service in the cause of vocational education in this state. He was presented a fountain pen desk set.

"... Franklin E. Heald, supervisor of teacher-training with office at M. S. C., and Winthrop S. Welles, head of the department of agricultural education at the college, also attended.

"Dr. Hugh P. Baker, president, and Dean William L. Machmer represented the college."

Most of our readers know Dr. Stimson as the originator of the home project plan of vocational education in agriculture. We congratulate him and Massachusetts on the rounding out of his 25 years of service to vocational education in that state.

KEEPING UP PROFESSIONALLY

TEACHERS of vocational agriculture are very professional-minded, according to Doctor Clarence S. Anderson of the Department of Rural Education at The Pennsylvania State College. Seventeen per cent of the agriculture teachers now employed in Pennsylvania have their master's degrees. An additional 23 per cent have begun work toward an advanced degree. A number of these will complete work for master's degrees during the 1934 summer session at Penn State.

This form of professional improvement pays large dividends, declares Doctor Anderson. The average annual salary of teachers of agriculture who have their master's degree is \$237 higher than for those without the degree.—A. W. N.

Agricultural Education October 1934



Selection of Prospective Teachers

B. C. LAWSON, University of Illinois

IT has been said that vocational agriculture has passed the pioneering and promotional stage, and that it is now time to survey our activities, consolidate our gains, and make plans for the future. Assuming this statement to be more or less true, it may be of interest and value to consider again the problem of selection of prospective teachers as an aspect of the teacher-training program. The following discussion is presented as a stimulus to the consideration of teacher selection.

Justification of Selection

If democracy is our ideal of the "good life," all teacher selection procedures, proposed or actual, should be considered from the point of view of their probable effects on both the individual and society.

Practical experience and scientific investigation suggest that individuals will differ in the efficiency with which they can serve society as teachers of agriculture. Hence, from the point of view of society, selection among prospective teachers is justified, at least as soon as the supply exceeds the demand.

From the point of view of the individual, it seems likewise logical that not all individuals who consider the possibility of engaging in teaching agriculture will be able (a) to engage with success and satisfaction in training activities, (b) to secure a position as a teacher, due to the limited number of positions available, (c) to engage in teaching activities with sufficient success and satisfaction to bring happiness to themselves. Consequently, it seems that selection—including guidance—is justified from the point of view of both society and the individual. It also seems important that selection take place as soon as it can be done wisely, in order to avoid undesirable effects in the individual, such as personal disappointment and feelings of inferiority, as well as loss of time and money for both the individual and society.

Some Problems Involved in Selection

Before actually undertaking the program of selection, certain questions should be given consideration. For example, (1) How many and what types of jobs will probably be available? It is important that all teachers have appropriate attitudes, knowledges, and skills in regard to teaching agriculture to secondary school pupils. So long as teacher-principal positions exist, there will be a need and an opportunity for some individuals capable and willing to extend their training beyond the needs of a teacher of agriculture into the field of administration.

This article by Mr. Lawson should be of value to teachers of vocational agriculture as well as to teacher trainers and supervisors. Are you engaging in teaching activities with sufficient success and satisfaction to bring happiness to yourself? Whether you are or not, the article may help you. There must be selection among men now teaching agriculture as well as among prospective teachers. Then, too, you are a selector.

Furthermore, the teaching of other subjects in addition to agriculture, calls for individuals capable of developing teaching abilities other than those essential for teaching agriculture as such. In this discussion, however, the primary concern is with those abilities essential for effective teaching of agriculture.

Another important question is (2) What activities should the teacher of agriculture engage in, and according to what standards should the activities be performed? The answer to this question requires that a survey be made of teaching activities, and in turn, be supplemented by the best theory available on the appropriate functions of the teacher of agriculture.

Still other questions which should be considered are: (3) What abilities (meaning attitudes, knowledges, and skills) are necessary in order for the teacher to engage in the activities in which he should carry on? (4) How and where may the necessary abilities of a teacher of agriculture be developed? (5) What abilities and potentialities should be required of the prospective teacher at any given stage in his development, as a basis for continuing his training? (6) What methods should be used to measure these abilities and potentialities in a prospective teacher? (7) How may the selector secure valid measurement of the adequacy of his selective procedures?

Some Limitations in Selection

The acceptance of the point of view that selection seems to be justified should not blind a selector to limitations which may be involved in selection. Only a partial and illustrative analysis of these limitations can be made here.

It seems reasonable to assume that the chief responsibility of the teacher of agriculture will be that of teaching. He will be expected to do "good teaching," and one of the tasks of the selector is to predict whether the candidate will or will not be able to do "good teaching." To say the least, this is a complex task. For example, it involves the question of what constitutes "good teaching." This question in turn, involves other difficult sub-prob-

lems. For instance, what should the learner learn? When has he learned what he should learn? And when is the learning efficient and reasonably economical? Of course, due to practical considerations, these questions must be answered, but it should be recognized that the answers are the approximations of judgments rather than final truths. Assuming that an answer to the question: What constitutes "good teaching"? is available, it is still necessary to determine what characteristics of a prospective teacher are related to, or necessary for, "good teaching." Again, assuming that we know what characteristics are predictive of "good teaching," there are still limitations involved in trying to secure valid measurement of these characteristics in the various individuals who present themselves for training.

The task of selection among prospective teachers is also made difficult because (a) a man's strength in one respect may compensate to some extent for a weakness in another respect; (b) the successful man frequently seems to mold his job to himself as well as mold himself to his job; (c) it is difficult in this changing civilization to predict the number and kind of opportunities which may develop.

The considerations here pointed out are not suggested to argue that selection should be avoided. Probably these difficulties and limitations mean that, in most cases, much of the responsibility for making final decisions as to whether an individual should continue in the teacher-training program, should be left with the individual concerned. At least, these conditions suggest that a selector should proceed carefully, trying to give appropriate weight to all factors concerned and to maintain an open-minded attitude toward the selective function. Finally, a selector in a democracy has a difficult task, because he has a double duty to perform. He is faced with the problem of serving both the individual and society.

Tentative Suggestions for Selection

In making selections among prospective teachers, it seems that studying the individuals from the following points of view should be helpful:

- A. Professional abilities and potentialities
- B. Technical abilities and potentialities
- C. Scholastic abilities and potentialities
- D. Social abilities and potentialities
- E. Physical abilities and potentialities

The statement of the major groups of qualifications in terms of abilities and potentialities is significant. It isn't

the number of years of farm experience or the kinds of courses studied, but the quality and quantity of an individual's abilities and potentialities that are really important. The description of an individual's characteristics in terms of kind and extent of his education and experience is, of course, useful in estimating to what extent the individual has acquired, or may acquire, the appropriate abilities.

The term "abilities" as used here, includes all the categories of attitude, knowledge, and skill. Probably attitudes, knowledges, and skills are not of equal value, and not of the same value in all teaching situations. For example, it may be that skills in farming are of more importance in some teaching situations than in others, because of the expectations which the people of the community have in respect to the teacher of agriculture.

Potentialities as well as present abilities are important from the point of view of selection for further training. It is possible, at a given time, that one may have considerable potentiality although not much ability. If an individual has learned much from a limited experience, his potentiality probably is large. If an individual has learned little from a wide and long experience, his potentiality is probably small.

Selection as considered in this discussion, begins with the entrance of individuals into the teacher-training program, including introductory or orientation courses, and extends to the completion of the program. It is assumed that although selection will be emphasized in the first part of the teacher-training program, it will not be wholly neglected in the last part. Even late in the program cases may develop whereby not only social efficiency may be increased, but also contributions made to an individual's own welfare and happiness, if the individual is assisted to make plans for entering some vocation other than that of teaching agriculture.

A more detailed consideration of bases for selection follows.

A. Professional abilities and potentialities

Although a candidate may begin his training on the basis of apparent professional potentiality, it is important that the prospective teacher exhibit a truly appreciative understanding of the program of vocational agriculture and some degree of skill in teaching before any final, favorable selective judgment is made.

The standards with which the prospective teacher's professional abilities and potentialities should be compared vary with the stage in the teacher-training program at which the judgment is made.

Factors suggestive of the candidate's strength in respect to professional abilities and potentialities are as follows:

- a. Attitudes and understanding exhibited in personal contacts
- b. Achievements exhibited in professional courses of study
- c. Achievements in practice teaching
 1. Types of activity
 2. Recommendations of critic teachers

- d. Activities in any college professional organization
- e. Achievements in any pre-training teaching experience
 1. Type of teaching done
 2. Recommendations of competent people

B. Technical abilities and potentialities

Here again, the standards with which the prospective teacher should be compared depend upon the stage in the teacher-training program at which the comparison is made.

Depending upon the stage at which the judgment is made, prospective teachers of agriculture should either exhibit potentialities for acquiring, or have actually acquired, such traits as: (a) an appreciative understanding of farming, (b) ability to make such analyses of farming as are necessary to organize courses of study, and (c) such farming skills as are necessary for efficiently teaching "how to farm."

The following factors may be considered when judging the candidate's technical abilities and potentialities:

- a. Information as to direct experience in farming activities.
- b. Information as to direct experience in management of a farm
- c. Records in respect to education in the field of agriculture

If farm experience is not an entrance requirement, no student should be allowed to proceed far in the teacher-training program without definite arrangements to secure such experience.

C. Scholarship abilities and potentialities

The relationship of scholarship to teaching success is not yet fully understood; but it seems important that the scholarship records of a prospective teacher indicate that his abilities in this respect are at least average, or preferably, better than average. No doubt, consideration should be given to any special handicaps that may have interfered with the individual's previous scholarship, but that have been removed at the time a judgment in this respect is being made.

Factors which may be used to estimate scholarship abilities and potentialities are as follows:

- a. Transcript of previous scholastic record
- b. Recommendations of competent people
- c. Mental tests
- d. Achievements in probationary course work and examinations

D. Social abilities and potentialities

It is important that a teacher be able to work in harmony with other people. Probably a truly sympathetic interest in human beings and their welfare is the basic and most important factor in social contacts. Of course, other factors, such as physical appearance, dress, courtesy, and mannerisms, play some part.

Factors which may be considered in forming judgments in respect to social abilities and potentialities are:

- a. Characteristics exhibited by prospective teacher in personal contacts with selector
- b. Recommendations of competent people

- c. Characteristics exhibited in practice teaching
- d. Records of extra-curricular activities

E. Physical abilities and potentialities

From one point of view, this division seems to be somewhat superfluous. One can hardly qualify in the other divisions without adequate physical abilities. Of course, the prospect should not be so badly crippled or defective that he cannot carry out the activities of a teacher of agriculture. No doubt, physical examinations should be part of the routine of the training institutions.

It is assumed here that characteristics such as initiative, reliability, loyalty, and industry, which are frequently emphasized as important character or personality traits, find expression in, and are aspects of, the foregoing categories A, B, C, and D.

Possibly it is worth while to note that in spite of the conflicting results of studies undertaking to measure and predict the success of public school teachers, there is a somewhat general agreement upon the importance of attitudes. These studies indicate that strong interests in the welfare of people and in the school as a means of bringing about this welfare are vital factors in the success of a teacher.

New Publications

HAMLIN, H. M., Editor. *Readings Related to the Objectives for Agriculture*. Collegiate Press, Iowa State College, Ames, Sept., 1934. 430 pp. \$1.75.

This book of readings brings together the cream of the literature on agriculture and country life produced during the past generation. Writings of the past few years have received special attention. The emphasis is upon the social, economic, and human phases.

It is organized about the objectives for agriculture adopted in 1933 by the Division of Agriculture of Iowa State College, but it is not provincial in its viewpoint. Use has been made of the contributions of the foremost leaders in American agriculture, the agricultural press of the nation, the proceedings of national organizations such as the American Country Life Association and the American Institute of Cooperation, the publications of the U. S. Department of Agriculture and the agricultural colleges, and the standard periodicals circulating nationally.

The writings of Henry A. Wallace over a period of fifteen years constitute an important part of the volume. But there are contributions also from dozens of the other leaders, such as Frank O. Lowden, Arthur E. Holt, John D. Black, C. J. Galpin, H. C. Taylor, C. C. Taylor, Glenn Frank, F. D. Farrell, Chester C. Davis, Mordecai Ezekiel, B. H. Hibbard, J. H. Kolb, R. G. Tugwell, Irving Fisher.

The six major sections, corresponding to those in the objectives report, are the following:

1. Recognition of the interdependence of rural and urban interests
2. A favorable economic environment
3. Efficient management and production methods

4. Effective group action through cooperation
5. A satisfactory environment and standard of living
6. Adequate rural educational opportunities

The book is intended to give schools, now woefully deficient in materials on the social and economic aspects of agriculture, a good start in developing libraries adequate in this respect. It may be used with advanced high school classes in agriculture and social science and with part-time and evening groups. It will be of interest also to general readers, justifying its inclusion in libraries used either by city or country people. There is nothing academic about it, no resemblance to the ordinary textbook. It is solely a collection of well-written, interesting, significant articles and excerpts from books.—A. P. D.

* * *

Furs, Fins, and Feathers is the name of an attractive, 64-page booklet, published by the Meredith Publishing Company, Des Moines, Iowa. Its purpose is the teaching of conservation to boys from the ages of 12 to 20. Divisions of the booklet are: Guns and Ammunition; Game Fish of the Midwest; Game Conditions and Management; Fur-Bearing Animals; Predatory Animals, Birds, and Snakes; and Non-Game Birds. The writers are authorities in their fields. At the end of each division is a list of references. The price of the booklet is 10 cents in single copies.

California Polytechnic Receives Valuable Gift

ELEVEN purebred sows, declared to be one of the best-bred Poland China herds in the United States, has just been given to the cause of vocational education in California.

The animals represent the entire swine herd of the famous Straloch farm at Davis. The owner, C. Harold Hopkins of Los Angeles, who also raises Hampshire sheep and thoroughbreds, recently decided to drop operation of his Poland herd, and gave the animals to the California Polytechnic School, the state vocational institution at San Luis Obispo.

The gift is of high monetary as well as educational value. The herd, never shown except at the California State Fair, has always placed near the top. In two years, entries from Straloch won every prize but one, in which they competed.

In the herd now is Straloch Mary Crusader, junior and reserve grand champion sow of the 1932 state fair, and Straloch Answer C, whose litter in 1931 while shown as junior pigs was first produce of dam and get of sire. These are the outstanding animals, but the other nine are just as smooth and typey.

In the pedigrees of most of the sows are found two sires, Corn Belt King and L. A. Crusader. Corn Belt King as a two-year-old was the grand champion of the Missouri State Fair. Shown once by Straloch, he was first aged boar at the Sacramento exhibit, weighing 1,160 pounds at the time. The Crusader boar was first yearling boar at Sacra-

mento, and is the sire of Straloch Mary Crusader and many other first and champion animals. A grandson of this boar, sold to the Los Banos High School Future Farmers, has sired the last two grand champion barrows in the West's strongest market show—the Interstate Junior Show at South San Francisco.

The gift is particularly appreciated by the California Polytechnic School, whose previous Poland herd is all descended from a Straloch sow. Thus the additional animals do not in any way change the line of breeding. As an example of the quick-growing barrows produced by this strain, the Cal Poly students recently exhibited a barrow which weighed 225 pounds at exactly five months old.

The sows will be kept by the school for management practices of the students and for breeding. Offspring will be available for graduates to take home with them, carrying out the wishes of the donor to continue the high-quality strain which he has built up.

Dirt Farmer Degrees in Massachusetts

R. W. STIMSON, Supervisor of Agricultural Education in Massachusetts

THE Massachusetts Department of Agriculture, for five years or more, has invited the State Supervisor of Vocational Agricultural Education to serve as *Advisor* to the *Board of Awards*; and each year has extended to him the privilege of recommending an outstanding young graduate of a vocational agricultural school or department, who is established in a farming career, to receive a "Certificate of Merit" for "Creditable Accomplishments."

The certificates bear the signatures of the Advisor and of the Commissioner of Agriculture. And the award is made at the big banquet of the Union Agricultural Meeting,—an annual event in which about thirty state-wide organizations participate, with programs severally important to their respective members.

Six persons are singled out to be publicly honored at that banquet. Besides this certificate awarded a worthy representative of this middle zone of those about ten years out of school, silver medals are awarded the 4-H Club boy and girl, about twenty years of age, who stand highest, not alone in projects completed and profits earned, but also in successful leadership of local 4-H Clubs; and three gold medals are awarded persons, usually two men and one woman, who are advanced in years with life-time records of successful farm life and labor, and of rural community service.

No salaried professional is eligible for consideration. This certificate and these medals are intended to be in effect, honorary degrees in our "Dirt Farmer" University.

It happens that we do not call those so honored "Master Farmers." Perhaps this is because they are much more than that. They are *Master Citizens*. Such recognition is, we believe, an important factor in maintaining the worthy morale now so manifest among our farmers of sterling achievement and character. Our own particular place in

the sun at this annual event, attests the high regard in which vocational agricultural education is held in this commonwealth. For publicity, alone, this place would be priceless. In troublous times like these, it gives our vocational agricultural education service both dignity and stability.

Following is the story of the vocational agricultural graduate, Mr. Archer L. Pierce of Peabody, Massachusetts, honored this year, as it appeared in the banquet folder:

"Archer L. Pierce has always been interested in farming. He was one of the first to apply for admission to the Essex County Agricultural School when it was established, and also one of the first graduates of that school to be recommended for a farm manager's position.

"For the past twelve years Mr. Pierce has been manager of Brooksby Farm in Peabody. He took charge of this 200-acre farm when it was not showing profitable financial returns. He gradually transformed the farm from a dairy enterprise that was not meeting expenses into a fruit farm that is showing a profit.

"Last year Brooksby Farm produced upwards of 10,000 bushels of apples and 2,000 baskets of peaches. Due to Mr. Pierce's early experiences as a farm boy and his later training at the County School, he not only has succeeded in producing high-quality fruit at minimum cost but also in marketing the fruit to the credit of the farm. He is, therefore, not only a good horticulturist, but an excellent business man. While many are finding markets glutted and prices low, Mr. Pierce has found new customers and novel ways of meeting unexpected situations.

"As the customers of Brooksby Farm have found Mr. Pierce to be a man of square dealing, others have found him dependable, sincere, and conscientious. He has held important offices in the Grange, the County Agricultural Society, the Massachusetts Fruit Growers' Association, and other organizations. Brooksby Farm, at his invitation, has been the center of demonstration work, agricultural gatherings, and like activities. In fact, Mr. Pierce has taken not only an active but an aggressive part in all matters that pertain to the betterment of agricultural and community life."

Are Your Goods Displayed?

C. C. MINTER, Nebraska

MR. Jones planned a new store building but decided that show windows were only waste space, so he omitted them. He thought people would know where his store was located and would come in to ask for objects they desired to purchase. However, as time passed, he found to his dismay that he had plenty of time to watch his customers go into Mr. Brown's store across the street.

Mr. Brown had planned a store building with ample space to show his merchandise. No one had asked Mr. Brown to display his goods, but he had learned, through experience, that few people asked for articles not displayed.

How many times have you heard a

(Continued on page 54)

Long-time Planning

FRED E. ARMSTRONG, University of Hawaii

SOMEONE has made the following witty but pertinent statement about plans:

"A teacher without a plan is like a clock without hands;

As useless if it goes as if it stands."

Perhaps such a statement is not true, literally; but in this day of codes and long-time planning for agriculture and for industry, the teachers of vocational agriculture need to think seriously of the things they hope to accomplish in the next five, ten, or even twenty-five years. Each teacher should set up a long-time plan for his community if he is to avoid scattering his efforts thus accomplishing much less than would otherwise be possible. He should determine what beneficial changes can and should be brought about in his community, and should decide how he, as a teacher of vocational agriculture, can help bring about these changes. Such a plan should be in writing and should be revised yearly.

The federal government is today vitally interested in solving certain phases of the agricultural problem. It has set up national goals, particularly in connection with the elimination of agricultural surpluses and the raising of the farmer's income, and has assigned to the various agencies working for better agricultural conditions the parts they are to play in reaching these goals. What the federal government is doing on a national scale, the teacher of agriculture can do for his department and community on a smaller scale.

THE objectives or goals towards which a teacher will work need to be arrived at by careful consideration. Each teacher of agriculture is expected to be thoroughly acquainted with his community. Often he makes a detailed survey of many farms in his community as a means of locating community problems and of getting acquainted with local conditions. Such a survey will form an excellent base for the teacher's long-time plan. The personal contact gained with farmers through the making of the survey will usually bring out the big community problems on which the teacher must concentrate. Valuable help in developing his plan can also be secured from farm leaders, school officials and business men in general. They should be consulted, and their cooperation secured.

The long-time plan will not be made to cover a definite number of years. Some of the changes may be brought about within a few years, while others may require five, ten, fifteen, or more years. They constitute the big goals which the teacher has set for himself and towards the accomplishing of which he is shaping all his work.

Some of the goals which a teacher will set for himself have to do with the improving of agricultural practices in the community. He may wish to introduce purebred livestock, to see that proper methods of pruning and fertilizing orchards are followed, or that better seeds are used for planting. Some of the goals may deal with the homes and home life

of the people of the community, such as the introduction of labor-saving devices into farm homes, the painting of farm buildings, or a better and more wholesome use of leisure time. Some of the goals may be of a general nature, such as the planting of windbreaks or the prevention of erosion. Some goals may have to do with the pupils and graduates, such as the placing of a high percentage of graduates of the department in work for which they have been trained, or preventing, at least in part, the migration of the higher type of young men into urban areas.

All the objectives listed in the plan need not concern the teacher each year. Some will be of an urgent nature and must be disposed of quickly, while others may be postponed for a few years. For example, the teacher might list ten changes which he hopes to bring about in his community, but of those listed numbers one, two, four, seven, and nine only are to be attacked during the present school year. In making his long-time plan, the teacher would include all ten objectives, but might list devices for only such of these as are to be attacked during the present school year. As the plan is revised from time to time, the other objectives will be taken up, and it will then be time to list devices for accomplishing each.

The teacher of vocational agriculture is first of all a teacher, and as such his devices used in achieving his objectives, or goals, will be those available to teachers. He can, however, use originality in their application. Some of the devices which a teacher of vocational agriculture customarily uses are: the all-day class, supervised or directed practice in agriculture, evening class work, the part-time class, student organizations, publicity campaigns, and visits to the homes of pupils and others in the community. The way in which these will be used to bring about desired changes in the community should be listed in sufficient detail in the long-time plan that they can be followed readily.

The long-time plan can be set up in several ways. The following sample shows a few objectives for a community and some of the devices that might be used to accomplish three of them. The sample is given to illustrate the form to be used in writing up the plan and is not complete either as to objectives or devices.

LONG-TIME PLAN

—High School—

This plan was prepared originally in August, 1933. It should be revised annually. It was last revised in 19—.

Objectives	Devices
I. Organize co-operative association for poultry producers.	I. Not attempted in 1933-1934.

Objectives	Devices
II. Secure enrolment of 80 desirable pupils in all-day classes in vocational agriculture by September, 1937.	II. 1. Secure names of prospective pupils from pupils now enrolled in vocational agriculture and by canvassing the community. 2. Talk with prospective pupils and with their parents before school opens in the fall. 3. Talk before graduating classes of intermediate schools that contribute to the enrolment of the high school. 4. Talk before incoming freshmen. 5. Assist with high school registration. 6. "Sell" other teachers in the school on the value of vocational agriculture. 7. Have an active F. F. A. chapter. 8. Invite prospective students to F. F. A. meetings. 9. Organize athletic teams, tours, and other activities for students in vocational agriculture. 10. Send as many students as possible to the annual meeting of the State Association, F. F. A. 11. Advertise the activities of students in vocational agriculture through news articles in the local papers. 12. Have projects show a profit. 13. Serve the people of the community in any way possible.
III. Increase the number of purebred swine on farms in this community.	III. 1. Stress the value of purebred swine in all-day classes. 2. Stress the value of purebred swine in an evening class in the winter months. 3. Have as many purebred swine projects for all-day pupils as possible. 4. Have purebred swine projects for evening class students. 5. Organize a project tour to which parents and farmers will be invited. 6. Write monthly articles for the local paper, stressing the value of purebreds.

Are Your Goods Displayed?

(Continued from page 53)

vocational agriculture instructor say that he did not have a chapter of F. F. A. because the boys did not seem interested, or, that he had never held an evening school or part-time school because there was no demand for it?

How much more successful would our work be if we "displayed" what we had to "sell" through the work of our boys, through contacts with parents, business men, and other patrons of the school. Set forth the good parts of each line of work or service you have to offer to the community. Begin now to plan a well-rounded program.

Vocational Agriculture Pays

IN a Virginia study boys who had had vocational agriculture (average 2.7 years, out of school an average of 6 years) were making \$311 larger labor incomes per boy in 1930-31, poor years for farm incomes, than boys with everything else equal but who had not had vocational agriculture.

Meeting Negro Farm Needs in South Carolina

JAMES N. FREEMAN, Jr., Graduate Student, Iowa State College

THERE was a growing feeling in South Carolina that education in vocational agriculture, as administered, was failing to meet the needs of the negro farmer and the farm boy.

The criticisms may be stated as follows:

1. The program was not farm wide in its scope.
2. It did not adequately include the adult negro farmer in its program, though some provision was made for adult training.
3. It was not wide enough in its scope to develop a well-rounded citizen and a person who could appreciate the beauty to be gained from a life on the farm.

Accordingly, Messrs. J. P. Burgess, W. W. Wilkins, and the writer, itinerant teacher trainer for negroes, farm shop supervisor, and special instructor in agricultural methods, respectively, made a study of the set-up out of which grew a plan to train vocational teachers in service to do more effective work in the communities they serve.

It was agreed that the best way to train is in a true-to-life situation, typical of that found by the teacher in his community.

The plan further stipulated that the courses of study should be made up of problems found in the communities where selected, teacher-training centers were to be located and should include field crops, animal husbandry, materials and methods, farm mechanics, and home improvement. Further, that these problems should be secured through the farm survey, made first by the instructors in charge and second by the trainee himself.

This plan was approved by Mr. Verde Peterson, state supervisor of agricultural education, the state board of education, and President M. F. Whittaker of the teacher training institution for negroes.

Procedure

Three training centers, located at Great Branch, Marion, and St. Alban, were selected representing typical situations in the major farm divisions of the state.

The training period at the Great Branch center was five weeks, and at the Marion and St. Alban centers two weeks each.

Forty-four of the 79 negro vocational agriculture teachers of the state were in attendance, living the required time in these communities, visualizing and sympathizing with the problems of the people as they arose and finally bringing about many of their solutions.

Prior to the opening of these centers during the 1933 summer period, teacher trainers and teachers of content subject matter visited the communities, making a complete farm survey, using the sheets prepared by the supervisor of agricultural education.

The men on their arrival were divided into small groups, each group

being instructed to visit farmers who could be helped during the training period. Each group then took a second survey, to determine the problems of each farm visited. The findings were then checked against those of the instructors, the course of study in each



This poultry house cost 40 cents.

enterprise being presented to the trainee based upon these problems found and to be solved by him.

Benefits to the Communities

As a result of such intense training, the farmers learned that they could improve their own conditions if they would but look about them. A poultry house, the need of which was expressed



Sanitary toilets were built.

by a farmer for several years, was built at the cost of 40 cents, the cost of nails and white wash.

Sanitary toilets sprang up, meat was cured even though the temperature was around 104 degrees F; water systems were installed at little cost; old hand pumps, which years before had ceased functioning, were repaired; wells were curbed; meat was smoked; houses screened; wagons repaired; and field crops treated and properly cultivated.

The implication must not be drawn, however, that these trainees did the jobs themselves for the farmers. On the contrary, a feeling of need was created in such a way that the farmer and the

farm boy would work side by side in getting the job done. It was specifically understood by all farmers that these trainees were not out looking for jobs, but rather to help if the farmers were or could be interested.

From the trainees' standpoint valuable training was gained in community-vocational teacher cooperation, personality development; school-plant management, upkeep, and construction.

The trainees installed shower baths at little cost, made work benches, screened the classrooms, made standard bulletin files; did practice teaching work, using fellow trainees as pupils; taught evening class work to farmers, which was right in line with the then cotton-reduction campaign; learned how to become a part of the community, even to participating in church activities.

The program was so acceptable by the farmers that in many instances jobs were completed and other jobs started by the farmer without supervision, he being solicitous of advice. The training was more inclusive, however, taking in community recreational activities and amusements.

Games, as outdoor basketball, horse-shoe pitching, radio concerts from a Delco hook-up, training in boxing, baseball, and plays, were participated in by the farmers, farm boys, and trainees.

A play, "Vocational Sam," written by two trainees, was presented at Great Branch and St. Alban. This play depicting life in the Great Branch community, had a cast composed of community boys and girls and four of the trainees.

In the words of John P. Burgess, "It is the duty of teachers of vocational agriculture to teach people in rural districts the business and beauty of farming. It can be truly said of the negro teachers of agriculture of South Carolina that in addition to teaching the three r's—reading, 'riting and 'rithmetic—they also are being trained to teach the three b's—bread, brotherhood, and beauty."

The principle underlying the success of these 1933 summer sessions was based upon the practice of making timely and efficient use of the things made and found in the communities.

Since this innovation in teacher training was so fruitful in results and satisfactions derived, it will be incorporated as a permanent feature of the teacher-training institution's plan for developing agricultural teachers for South Carolina.

XENOPHON, who lived in Athens, Greece, nearly 2,300 years ago, said: "Agriculture is an art which will enrich those who diligently practice it, provided they understand it; but if they do not understand it, it matters not how hard they may labor at it, it leaves them in poverty."



Supervised Practice



Selling The Long-Time Supervised Farming Program To The Boys

HARRY McMILLAN, Instructor in Vocational Agriculture, Wheatland, Wyoming

WHAT is a long-time supervised farming program? Is it a nice fantastic outline, placed on a sheet of paper by the boy, in a hurry? Is it something good to look at that can be shown to interested people when they come to visit the vocational agriculture department? The long-time supervised farming program is the practical and sound future farming plans of the vocational agriculture boy, on which he has spent much time and thought.

Selling the long-time supervised farming program to the boy is one of the most important jobs of the vocational agriculture instructor, and considerable time is necessary in order to do this completely. Granted long-time farming plans can be made out in a day or two, but do they mean anything to the boy? Is he motivated to the point where he will do every thing in his power to carry out this kind of plan? Does he have the future outlook that a good long-time farming program should give him? If given enough time and proper motivation, he will work out a program that is sound, practical, and workable.

THE first day the boy enrolls in vocational agriculture is a very important time to start on this program. At this time the boy must be made to realize that he is preparing for farming, and that it will be a comparatively short time until he has completed his school courses. Examples may be cited of boys who graduate from high school with little or nothing planned ahead with which to start in business or life. It might be brought out that unless the boy starts planning immediately, he will be in the same position when he graduates. Other examples can be cited of boys who have made plans in school, showing what they have had as a start in business upon completion of school work.

The different types of farming being carried on in the community should be pointed out, followed by a class discussion on the advantages and disadvantages of each type. After conclusions have been reached on most of the points which have been discussed on the types of farming, it is best to leave the boy to decide for himself which type of farming he wishes to take up and why he has chosen this type of farming. In a few days the class discussion should be resumed with time allowed for each boy to tell in which type of farming he wants to engage, allowing him to defend it to the class. This will start the boy to making more plans, and probably some of the boys will change their minds as to the type of farming they wish to follow. It is a

good plan to leave the boy with his thoughts for a few days, in order to give him a chance to make a thorough decision as to the type of farming in which he wishes to engage.

Now that the boy has a definite type of farming to follow, the next question that arises is: what shall he produce on this farm when he becomes a farmer? One method of handling this situation is to have the boy make a list of the crops and livestock he wants on his farm when he eventually grows into the farming business. These lists can be discussed with the class as a whole, with the rest of the boys offering suggestions and criticisms where needed. These lists should be left with the boy for a few days, giving him a chance to think it over and make any changes he might decide best.

The boy is now ready to hear about a long-time farming plan. This may be presented by citing examples of long-time plans now in operation, such as Russia's five-year plan, the President's monetary plan, and others. A few examples of long-time plans set up by other vocational agriculture boys may be presented and discussed. A sample plan may be worked out on the blackboard by the class group. This is of course only an idea of the many methods which may be applied to give the boy a complete understanding of what is meant by a long-time farming plan.

The next step is to let him set up his own long-time farming plans, keeping in mind the goal he wishes to work toward and the amount of finances he has with which to work. When the boy has his plans completed, he should show them to the class group and explain how he proposes to follow out the plan set up.

These plans will probably be changed several times, but after a few weeks the boy will have a long-time supervised farming program that is practical and workable for him.

If the long-time supervised farming program is completely sold to the boy, he will want to spend the rest of the year working out the details as to how to follow this plan and will do his level best to carry it out.

Dairy Project Program at Tipton, Iowa

M. A. CRARY, Instructor in Vocational Agriculture

FORTY home dairy herds, totaling 470 cows, are included in the cow testing association organized among the Tipton vocational agriculture students. These herds include 12 cows owned by 7 of the boys, and 15 purebred dairy heifers owned by 11 students. For the past nine years the pupils of the department have tested the Guernsey herd of a local dairyman and have advised the owner as to feeding and breeding problems. During this period the average milk produced per cow in this herd has increased over 1,000 pounds, and the

average butterfat approximately 100 pounds.

The decision to emphasize dairying as the basis for the major project work at Tipton was not prompted by mere fancy or ideal curiosity, but rather by careful study based upon a trial program of some five or six years.

First our study showed that most farmers in the community kept cows and did some milking, while there were others whose cows kept the farmers and paid them for doing the milking. So there arose the need for a study of these problems in order to find out why some cows represented assets and others liabilities.

In carrying out an instructional program with each group of boys, we first discover which farmers have good cows, the feeds being used, and the care the animals receive. Next we add the cost element in an endeavor to determine what it costs to produce a pound of butterfat. These procedures bring to the boy a realization of the need for a knowledge of feeds, the combination of feeds that make for good rations, and a desire to produce the basic elements on the home farms in order to keep costs at the minimum. Finally, the matter of marketing the milk or butterfat receives the consideration of the student.

In studying the cost of producing dairy products, the pupils see that there are certain fixed charges, such as interest and housing charges, over which they have but little control; whereas, other cost factors are subject to manipulation with careful management.

From the production of his herd, each boy soon realizes that certain cows are making a profit while others are losing money. He sees that a cow must produce a certain amount of butterfat in order to make a certain profit. If he can get his father to realize this, then he is on the way to a better profit with less work and greater returns.

Soon the boy is confronted with the problem of increasing the average production of the cows retained in his herd. He cannot afford to sell his old cows and buy new ones, but he can afford to sell his culls and use this money to buy a sire for his herd. This will necessitate a knowledge of breeding and selection of a sire by pedigree or record of production. If finances permit, his aim generally is to purchase a tried sire; otherwise, he must take a chance on production records and pedigree.

By this time he has discovered other problems in his dairy which he must solve. One of these is costs other than feed costs. He finds that only a part of the cost of producing milk or butterfat is for feed. This adds another string to his bow, and he starts to figure just what his milk costs do imply.

Now all of these do not take place in the pupil's first year of dairy projects, but by the time he has carried his project three or possibly four years,

these different phases of cost of production begin to concern him, and he finds that every problem of the dairy farm sooner or later has something to do with the dairy problem and dairy profits. His rotation of crops, his soil fertility, his hog profits, his poultry profits, even his vacation and meals are tied up with his dairy projects. Thus as he goes deeper into this project, his interest in agriculture increases, his need for more facts and knowledge broadens, and when he becomes thoroughly interested his work becomes so motivated that education is a pleasure. No other project has the scope of earning, or involves the long-time aims of vocational education as the long-time dairy project.

Financing a College Course from Project Income

CLYDE ALLEN, Agriculture Teacher,
Dansville, Michigan

CLARE Baker entered the agricultural high school at Dansville, Michigan, in 1929 and elected the vocational agriculture course. His choice of a project was 1 acre of beans, the smallest acreage which would be accepted by the teacher. The first year he used ordinary seed and no fertilizer. His net project income was \$10.52.

The second year he increased his acreage, used better methods, and increased his profits. The year was dry, and the yield was small. Even though Clare used good seed and fertilizer, his profits were only \$19.13 from 3 acres. The third year Clare decided to try early potatoes instead of beans. He bought 11 bushels of certified Irish Cobblers and planted them on an acre, using 500 pounds of 3-15-20 fertilizer. He also plowed under 10 loads of barnyard manure. He planted early, dug early, and got the potatoes on an early market. His profits the third year were \$78.74. With the three years of project experience back of Clare, he became a more efficient farmer. This year he bought 20 bushels of certified seed and used 20 bushels he had saved from his previous crop. He manured 4 acres of land, fitted it in good shape, and applied a ton of 2-8-16 fertilizer. His profits the fourth year from 4 acres of early potatoes were \$223.73. Added to his potato project was an acre of onions. From the net project income of the four years Clare is financing an agricultural course in the Michigan State College. He has become an enthusiastic farmer. His four years of progressive project work, his leadership, and his excellent scholarship won for him the State Farmer Degree at the annual convention of the Michigan Association of F. A. in May, 1932.

Just before leaving for college in September, he gave a talk to the crops class, radiating an enthusiasm that has spread to many of the other boys. His success is having a wholesome effect upon this year's projects. The success of this one boy has done more to promote interest in good project work than almost any other factor in our school.

Comment by E. E. Gallup, State Supervisor of Agriculture for Michigan:

Clyde Allen, the agriculture teacher of Dansville, is the president of the

Michigan Association of Teachers of Vocational Agriculture and is chairman of the Agricultural Teachers' Section of the A. V. A. I believe this development of Clare Baker is probably a typical case. This lad did not have a large interest in agriculture when he first started. As he made progress in the agricultural work, he developed into a real farmer. He will enter into partnership with his father on a good farm near Dansville next year. He will certainly be well equipped for his life's work.

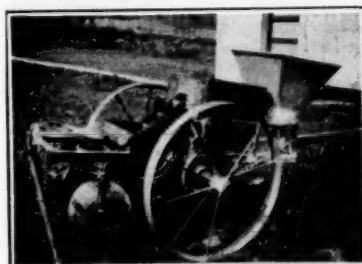
Boys' Potato Planter Ring

RALPH H. LIGHTER, Instructor,
Dellroy, Ohio

THE Dellroy Potato Planter Ring has just completed its second year of activity, with gratifying results.

In the spring of 1933 the boys in the vocational agriculture department of Dellroy High School came to realize that in order to cut down cost of producing potatoes, the use of a potato planter with fertilizer distributor would help materially in reducing labor costs.

A meeting of all the boys selecting potato projects for the year, was held. The problem of how we could secure the use of a potato planter for all projects was discussed. Two large planters were in the community, privately owned. But the owners did not feel inclined to rent their planters to all 15 boys having potato projects, and as the planters were large, the transportation 5 to 20 miles for planting acre projects presented another difficulty. The possibility of co-operatively purchasing a planter was next discussed. Prices from several large implement dealers were secured, but were too high, and the planters too large and too heavy. Then we learned that a Bradley-Schofield planter with fertilizer distributor could be bought for \$34.60. A committee was appointed to investigate and determine if the planter would be satisfactory. The committee



It's paid for.

reported favorably, and the Dellroy Potato Planter Ring was immediately organized, and a secretary-treasurer was elected to manage the planter, with the assistance of the agriculture instructor. The following plan of operation was set up:

1. Sell membership shares in the planter to the boys at \$1.00 per share, the money to be used to buy the planter.
2. Each member buy one or more shares.
3. Each member to receive a certificate for each \$1.00 share purchased.
4. Each member share-holder to have free use of the planter as long as it lasts.

5. The planter to be rented to non-members for 50 cents minimum charge, 75 cents per acre up to 5 acres, and 65 cents per acre for more than 5 acres.
6. Complete payment on planter from first rentals received.
7. Any breakage or damage due to operator to be repaired by him.
8. Any ordinary repairs to be paid for out of rentals. If no rentals received, each member to pay according to the amount of shares owned.
9. Ten per cent of the original cost to be set aside each year to pay for the cost of a new planter.
10. Any profits to be divided according to the number of shares each member holds.

In 1933 eleven boys and one farmer bought 23 shares. During the year 23½ acres were planted by members, and the planter was rented to non-members to plant 10 acres. During 1934, members planted 13 acres, and the planter was rented to plant 13 acres; another share was sold.

The planter has been entirely paid for through sale of shares and rentals, and when all the rentals are received for this year, the Potato Planter Ring will have \$6.78 to its credit.

While the planter is not the last word in efficiency, it has cut labor of six men planting by hand down to one man planting with the planter. The planter is light enough that two men can lift it on and off an auto trailer used to haul it to each boy's place. This is one of the methods which we believe is just as practical as any textbook we can use to teach our future farmers co-operation.

Swine Projects

L. L. PICKETT, Instructor in Vocational Agriculture, Mingo, Iowa

OF ALL types of projects in Iowa swine in some form or another is probably most universal. Hogs represent the starting point for the development of the livestock program on a majority of Iowa farms; hence it is perfectly logical that they should form the backbone of the project program of most vocational students.

Swine projects are comparatively easy to start. The investment is small, and the returns relatively quick and sure. It is a project which naturally grows, and to which other closely related projects can be added. In the second year most boys find it desirable to add a corn project; the value of legume pasture will soon make them feel the need of a small patch of alfalfa or red clover; if the program is well planned and properly supervised, many of the boys will have the desire to enlarge upon their livestock programs. This may take the form of a larger swine project, the addition of a beef or dairy heifer, or sheep or poultry. Once a boy has carried a project which allows him to keep and improve his stock through breeding, he is going to be less attracted by the practice of buying animals each year that are disposed of at the end of the project. His program will become continuous rather than one of fresh starts every year.

(Continued on page 64)



Farm Mechanics



Determining the Content and Scope of a Farm Mechanics Course for an Individual Pupil

S. S. SUTHERLAND, Supervisor of Agricultural Teacher Training, University Farm, Davis, California

(Editor's Note—This is the second of a series of two articles by Mr. Sutherland)

IT IS not particularly difficult to determine what we should teach in a farm mechanics course. To organize this material and to teach it under the conditions imposed by our present school system, is a much bigger problem.

Our objective implies that we should find out whether this boy is going to be a dairyman, a poultry producer, an apple grower, or a wheat farmer, and then limit his instruction pretty largely to this one enterprise, but can we live up to the letter of this objective?

Let us consider this boy as he enters high school. He is quite immature. His project work is just getting under way. Farming for him is several years in the future in fact, and many years more remote in his thoughts. There is about a fifty-fifty chance that he will be in high school not more than one year or possibly two. What should be the content of his instruction prior to the time he makes his choice of a type of farming?

DUE to the fact that he is immature, that his interests lie in physical rather than mental activity, and that he probably is not yet capable of attempting the problems involved in the management of farm equipment, his first-year course should probably be devoted largely to the development of skills. The content of this course might well be based on the farm mechanics jobs done by successful farmers in that community: a rather definitely outlined and organized program of demonstration and practice designed to win his interest and give him a necessary background of knowledge and skill to use once his vocational choice is known. Thus, until this pupil starts a worthwhile agriculture project and indicates his choice of type of farming, his instruction in farm mechanics might well be called pre-vocational.

Perhaps in his freshman year, and certainly by the beginning of his second year, his project program in agriculture should be well under way. Then the primary function of the farm mechanics instruction should be to give this pupil the instruction which he needs in order to select, build, or repair the



S. S. Sutherland

equipment he is using and will be using in conducting this project, and, what is more important, provide an opportunity for him to apply this instruction at home under supervision of his instructor.

In the past we have been too prone to consider our job done when we have "developed ability to do" in the school shop, and assumed that the pupil will make use of this ability. There is an ever-increasing tendency to go further and to teach him to do the things we have taught—to extend our teaching to include supervised farm practice.

To summarize our thinking thus far: his first year's instruction in farm mechanics would be a pre-vocational skills course, fairly well organized, with most of the shop time spent in practice, supplemented by the necessary demonstrations and study or discussion.

Second-year Work

During his second year he should be expected to manage his project equipment as well as the average farmer in that community does in the same enterprise, and his management of this equipment should be supervised. In addition, he should begin, if our main objective is to better farm practices, to make some improvements in the way the equipment is managed in one of the main cash enterprises on his home farm. Perhaps he can't do much, but he can at least make a start.

Suppose this boy starts his second year with a hog project well under way. He owns two good sows and will raise their litters for market pork. At home, dairy cows and hogs are the main sources of income.

His farm mechanics instruction for this year would consist of (1) classroom study and discussion, (2) practice in the school shop, and (3) supervised practice at home,—all designed to teach him to manage his hog project equipment and to improve the management of the dairy buildings and equipment at home.

If a third and fourth year of instruction were offered in farm mechanics, the same general plan as outlined for the second year might be followed. His project program should grow in size and probably will include more than one enterprise. It is hardly conceivable that one year will see all the needed improvements made in dairy equipment used at home, and if so, there are doubtless other enterprises conducted on that farm which are not so well managed.

In his third year we would teach him to manage and expect him to manage his project equipment better than the

average hog producer in the community, and give him the instruction needed to make further improvements in the dairy equipment used at home.

Now, wherein does this course differ from the farm mechanics courses generally taught? Is it any more desirable, any more vocational? Assuming that it is an improvement, can it be given under our present school organization?

It differs from most farm mechanics instruction in that:

1. It focuses on the mechanics of one or two enterprises rather than covering the mechanics of farming as a whole.
2. It provides, after the first year, for supervised home practice in addition to practice in the shop.
3. More time is given to the study of management problems in the classroom, and less to the development of skills in the shop.
4. It recognizes that the instruction in farm mechanics, as well as that given in agriculture classes, should contribute toward making his supervised practice or other project program a success.
5. It should teach a pupil to do a few necessary things well, rather than a number of things not so well.
6. And last, it substitutes for the more or less artificial procedure of bringing all practice jobs to the school shop the more natural situation where a part of the practice is obtained on the farm under the conditions that exist there.

Now perhaps the description of this course may sound all right on paper, but the course turn out to be another one of those that just don't work so well as they should in actual practice. We have had some painful experience with courses of this type in the past, so let us examine this one to see whether it can fit our present methods and conditions of teaching.

THE essential difference in method between this and the farm mechanics instruction commonly given is the substituting of home supervised practice and classroom study for some of the practice now done in the shop. The best evidence that this can be done comes from the experience of several farm mechanics teachers in this and other states, who, in order to supplement the shorter periods given to farm mechanics due to the shift to the hour period, are now requiring of their pupils additional practice in farm mechanics at home.

The essential difference in content is the shifting from teaching the pupil the mechanics of agriculture in general to

giving him the instruction needed to conduct his agriculture project efficiently and to fit him to engage in one or two of the major farm enterprises of the community with some measure of success. In short, it would make the contribution which the farm mechanics course is capable of making toward his training in vocational agriculture.

There seems to be no valid reason why such instruction could not be given.

Utilizing Space in a Crowded Department

PAUL F. SWEETZER, Instructor in Vocational Agriculture, Cody, Wyoming

AN essential factor in the efficiency of any vocational department is that of available working space, and one of the main jobs of the instructor is to keep all such space open and to use every portion of the department to advantage. Because of the wide range of jobs done and the variety of materials required, storage and working space are at a premium. Few departments have an excess of room, and with the increase in growth and use of each department the problem is more pronounced each year.

The situation will be discussed from two angles: classroom and shop. In the classroom a certain amount of material must be on hand to back up teaching plans, such as pictures, posters, diagrams, display charts, etc. Some of this is not used every year, and little of it is used continuously. When not in use, it is a question of where and how to keep it intact and at the same time available when wanted. A few suggestions are herewith given that have proved effective.

Livestock pictures are best framed and displayed at intervals along the walls. [It is questionable whether livestock pictures and other illustrative material should be permanently displayed.—Ed.] Where glass is not to be had as cover, cellophane may be used as a substitute. The same may be done with certain posters and charts. If frames are not readily attainable, they can be made by the shop classes. If not framed, pictures and certain charts will last longer if backed with heavy cardboard made from old posters that may be had for the asking.

Unframed materials treated with shellac or a mixture of clear varnish and turpentine will be protected and serve longer. Extra materials of this type may be kept in good shape by storing in mailing tubes. Others needed occasionally may be tacked in the inside of cabinet doors, to be seen by opening the door.

A practical display set of seed samples can be made up by using some standard size screw-top glass jars. These placed in order on a narrow shelf built along the wall for that purpose will occupy very little space. Smaller sets can be made up by using small glass tubes fitted in a frame made to hold any number desired.

Every department should have a set of mounted poison plants and noxious weeds, but if mounted openly on cards, they last only a short time, as they get torn and are destroyed easily with handling. Shallow boxes with glass

fronts are more durable but are somewhat expensive. Possibly a better method is to collect small merchandise boxes, such as those in which neckties are sold, with cellophane fronts. These backed with cotton and sealed give a small, permanent display that will last indefinitely.

Charts on cloth and tacked on a curtain roller may be drawn up and down the same as a curtain. Book shelves, magazine racks, and bulletin cases built along the wall and for the material to be placed in them are out of the way, and yet handy. A small show case can be made to hold loose articles. A piece of plate glass on a table top makes an ideal place under which to show current material, in lieu of a bulletin board.

Grain samples for judging can be kept in a cabinet built with small pull-drawers, and are always accessible with the least space possible. Unused and out-of-date material should not be allowed to accumulate.

IN the shop, tools and materials take up most of the room, but where space is provided for each, a minimum amount of space is used. A separate tool-room is desirable, and if one is used, all tools should be kept in a specific place and not allowed to be left in the shop proper. These hung on the walls and outlined will make their absence quickly detected. Smaller ones are more handily filed in small drawers or boxes. If a tool room is not to be had, convenient cabinets built along the walls will do very well, being planned for the tools on hand. Larger tools, such as hoes, rakes, forks, and shovels, should be hung on the wall in places provided for them.

Work benches built along the walls are more desirable and give more working room than single benches. All space under them has value and can be used to take care of miscellaneous articles. Pull-drawers and shelves help to make this space convenient. Individual or movable benches can be kept along the walls but moved to the center of the shop when desired. A handy bench can be set up by using some saw horses and planks. Folding horses take up less room than solid ones.

Power machinery is best grouped in one section where one overhead line will serve all parts. Forges should be in a separate room where possible, because of soot and dirt.

Lumber placed on racks built on the walls and above the benches is ideal. A few shelf brackets make good storage space for lighter material. A shop with an open ceiling is the best place available to store large quantities of materials and finished work. A swinging ladder from the rafters, that can be drawn up out of the way when not in use, makes the place accessible. Glass and paint boards, as well as small auxiliary table tops, can be hinged in the same manner from the walls. An overhead rack suspended from the rafters adds room.

Any number of devices may be used in filing screws, nails, and such supplies. Small cabinets may be built to suit the needs or may be secured from local stores where they have been dis-

carded. These can be partitioned off for the supplies to fill them. Built-in lockers for clothes are easy to make. Liquid soap may be supplied by a pipe line coming from a barrel in the attic terminating at the sink in a valve outlet that regulates the flow.

A uniform system of labeling and numbering desks, cabinets, lockers, and other compartments will be invaluable in finding and filing materials. A definite set of farm shop account books will be well worth the effort.

These are only a few of the suggestions that may help one to get the most done with least expense and waste. The final results depend largely upon the one in charge, and constant improvements and new ideas are necessary to keep a department up to date. Efficiency should be the watchword.

Hide Tanning Profitable for Lingle Farm Shop Boys

J. A. BANKS, Instructor in Vocational Agriculture, Lingle, Wyoming

ON ranches and farmsteads much leather is used for the repair of harness, saddles, and leather work in general. Due to the high cost of leather, much of this work is often left undone.

In studying this problem, the farm mechanics class decided that if leather could be secured at a nominal cost much more of this work would be done. This, without doubt, would bring about a saving in time, labor, and expense. Since hides were cheap and always available and materials for tanning easily secured, experiments were started to test the advisability of hide tanning at home.

The first step was to secure information from other departments and U. S. D. A. formulae. Other formulae were tried but the one the farm mechanics class found most practical was the following:

One gallon sour buttermilk
One gallon soft water
Eight ounces commercial sulphuric acid
Two ounces salt peter
One ounce boric acid
Thirty-two ounces salt

Directions for mixing: Dissolve the salt peter, borax, and salt in the water. Add buttermilk, and last the sulphuric acid. Add slowly and stir constantly. The solution should be stirred every hour for the first 8 to 10 hours. It takes about 10 gallons of this solution for an ordinary beef hide.

The procedure followed for completing the tanning of the hide is as follows: (1) The hide must be thoroughly cleaned of flesh, hair, and other matter. To remove flesh and foreign matter, dull instruments such as backs of draw knives or scrapers may be used. If this is not properly done, the hide will be hard and not well tanned. (2) For removing hair, the hide is placed in a lime solution consisting of 1 gallon of unslacked lime to 10 gallons of soft water. It is left until the hair is thoroughly loosened. The time required for one hide varies from a week to 10 days. The hair is scraped off with a dull instrument, and the hide thoroughly washed in water. It should be soaked in clean water for 6 to 8 hours or until

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Evening Schools



Some Observations on Evening Schools

ROY A. OLNEY, West Virginia University

MANY favorable reports are being received from teachers of vocational agriculture on the progress made with farmers in evening class work. Why are these reports coming in? Because the teachers have discovered that they are meeting a real need of these farmers and are more than repaid for the time required in making the contacts with school patrons and in the better acquaintance with the actual farm problems in the community. Now let us think together for a while on some problems that need consideration in order to accomplish the best results for both farmers and teacher.



Roy A. Olney

Size of Class and Attendance

The size of class and attendance are problems that are of chief concern to some teachers. It is much better to have a small number of farmers who are interested in the solution of common problems of an enterprise than to have a large group with varied interests. The task of the teacher with the last group is extremely difficult, and at its best he cannot hope to attain the results an evening class should accomplish.

Of course, attendance will vary for different reasons, but the teacher can also reasonably expect a good record of attendance providing he sets as one of his objectives for evening class work, to teach those jobs that are of primary interest to the group, and to prepare thoroughly for the teaching of each job. If, as a result of this preparation, the members attending the class go away feeling that they have received something from the discussion, then we need not worry about attendance. By such a procedure the farmers will soon learn that they cannot afford to miss a meeting.

Preparation for Next Group Meeting

Preparation ahead of time for each group meeting is very important. Time spent in preparation for any class will relieve the teacher of a lot of worries while the class is being conducted. Let us consider what this preparation should consist of for a group that has had its first meeting. Before the close of an evening class meeting, ample time should be allowed to discover or arrange for the job or problems to be worked on at the next meeting of the class. It may be a continuation of the same job or a new one that is timely. If it is the continuation of the same

job, then we should endeavor to find out from the group what additional points need to be discussed and what further information they desire. In the case of a new job, we need to list the problems that members are encountering and specifically find out, as far as possible, individual problems and on what phase of the job it is best to start.

Now the teacher has a real starting point for his own preparation for the following meeting. He will anticipate additional problems of the group relative to the job. Once a problem is outlined, he can proceed to note down experiences which members of the group have had with the problem, and upon which he can draw statements. Obtain facts from what boys and other farmers have done. Check over experimental facts available that will contribute in reaching tentative conclusions, and put them into chart form. See what books, bulletins, or other illustrative materials will be of assistance in putting over the job. Write down statement or questions that will assist in promoting the discussion at the next meeting. With all the above things in mind, put down in brief outline form just what you plan to do at the meeting, indicating what you will do, whom you will ask to contribute to start discussions, and an indication of the tentative conclusions you desire to reach. In all this preparation work the teacher must continually keep in mind the individual members of the group and their home situations. Such a guide may never be followed exactly, but the fact that such definite preparation has been made, will give the teacher confidence that he will accomplish something and in most cases he will do even more than he expected.

Conduct of Group Meeting

Plan to start on time. Once the group learns that you start promptly at a given hour, they will usually be there at that time. Stop on time. This necessitates that the teacher watch the time and direct his work so as not to run over time. The group will become tired or restless and no matter how important the facts may be a week's time will not usually make them less important and in all probability you will get them across better when the group is fresh. A continued extension of meetings will do much to cause poor attendance. You may think you have held the group in the over-time period, but what do the individual farmers say after they get home?

A suggestive plan for meetings is: Brief review of previous meeting to bring the group's thinking to the problem to be discussed. Get before the group in some manner the facts about

the job as they now exist. Discuss job assigned for the evening. Summarize tentative conclusions reached during the evening. Plan for next meeting.

Some things which if given attention aid the teacher in conducting a meeting are: Have the blackboard clean and ready for use or have a chart roll of paper for recording facts. Either of these must be lighted so that the group can see well what is written upon it. Have the room comfortably heated and ventilated, and keep this in mind throughout the meeting. Have the conclusions of the previous meeting in duplicate form to give to each individual. Have a member of the group act as secretary to take down all the conclusions reached or information desired. This will relieve the teacher of a lot of work and will also stimulate group cooperation.

In any meeting of the class the important thing is for the teacher to so direct the work that a major part of the participation comes from the group as a whole, and not from a few individuals. It will often be necessary for the teacher to tactfully draw out the ones who have a tendency not to voluntarily contribute to the discussions. It is not always the person who talks the most that makes the most contributions to the problem up for discussion. Do not lecture. Do not interpret chart material. Do not formulate the conclusions. The teacher's talking will be chiefly for the purpose of directing the group to obtain statements and reactions from individual members. These farmers have valuable experience to present for consideration by the group. Strive for this exchange of ideas.

Seasonal Teaching

Many teachers are trying out the seasonal basis of teaching, that is, meeting regularly for a few weeks and then distributing other groups of meetings at time when problems of the enterprise can be taught more effectively and the change of practice can be put into operation by the farmers at once. Such a plan provides well for demonstration for the group and participation by them in field meetings following or even preceding the class discussion of any job. Meetings during the summer will often afford the best opportunity for teaching some jobs. We must not think in terms of just ten meetings or any one group, but as many more meetings as is necessary to accomplish desired results. It is very essential in evening class work that we conduct our work on a high vocational plane. It seems imperative that after each break in a group of meetings, that the teacher must notify each farmer a short time before the next meeting.

This notice should preferably be by post card or mimeographed letter three or four days before the meeting. A newspaper announcement may be easily over-looked or forgotten.

Supervised Practice

The main idea back of all evening class work with farmers is to so conduct the work that each member in the group will make desirable changes of practices in his way of carrying out the enterprise. In some cases it will be the adoption of entirely new practices, while in other cases it will be improvement in those already carried out on a fairly good standard. These changes of practices may center around production standards, but we should not overlook practices that embody the economic phase of the enterprise in buying and selling, problems of management, and the relation of this enterprise to the farming business as a whole. These changes in practice which the farmer carries out make up his supervised practice work.

Probably one of the weakest phases of evening class work is the follow-up of our class instruction and getting a record of the supervised practice work done on the farms by these farmers. If we do not reach this goal, our evening class program has failed to accomplish the results desired.

During the preparation for each meeting of the group, the teacher should raise the question with himself, what are the changes in practices that members of this group can carry out on their farms? What members of this group can apparently, should, and could make them and to what extent? It would be well to write down the answer to these questions each time and use it as a measuring device in reaching desired goals. All these changes in practice should be developed from members of the group under teacher guidance, rather than teacher made. It may be only a remark such as "Well, I'm going to try that fertilizer." "I'll seed a small patch."

At some time during the meeting we may be able to have some farmers volunteer and agree to make a change of practice. At the close of each meeting, the teacher can follow these men up and also try to interest others in the changes taught. Some teachers very skilfully line up the members in supervised practice work, by first tabulating for each member in the group facts about the job under present situations, then note down tentative conclusions after discussing the job, and finally writing down what each individual plans to do about the job after it has been taught. Then home visitations are necessary to talk over and plan definitely with each farmer how he can definitely carry out the changes of practice which he has selected to improve. These visitations should be scheduled by the teacher to come a short time prior to when each practice should be started, and often another visit will be necessary to assist the farmer in getting the practice under way. This will afford an opportunity for some excellent individual teaching, and at the same time you will be performing a much needed service. The individual contacts with farmers may

often result in the expansion of his whole supervised practice program.

In all the supervised practice work the teacher should be alert to encourage such records as will furnish support for statements of facts after the work has been completed.

The handling of an adult evening class group is entirely different from an all-day group of boys. There are many other challenging problems concerning evening class work with farmers. We must study the job and continue to improve our methods of instruction to better meet the needs of this group of individuals.

Evening School in Farm Accounting

I. E. LINDSTROM, Milligan, Nebraska

WE have organized an evening class for adult farmers, in farm accounting. The class is to run for the entire year, meeting occasionally to work on actual records of the farm. The men are keeping all transactions on a separate sheet of paper, so that they can have the material ready to be entered in the account book on the evening of their meeting as a class.

In addition to doing the actual work of entering all the items in the account book, there is a general discussion on farm accounting. This discussion takes the form of estimating values, probable trend of prices, and other management details which might be revealed by a study of the records obtained from any particular farm. It also provides an excellent setting for the discussion of any farm practice that would seem to make the farm business more efficient. As an illustration of this, the men attending one meeting seemed especially interested in any practice that would enable them to care for the idle acres to be set aside in the administration of the A. A. A. contracts.

Evening School Classes in a Louisiana Community—Five Evening Schools at One Time

R. E. WELBORN, Teacher of Vocational Agriculture, Merryville High School, Louisiana

IN December 1933 the depression became so acute that many farmers in Louisiana had to be placed on the relief payrolls. Farmers had gone through a year of drought, floods, and low-priced products. They were drained of all finances, and could not exist without some help.

On December 20 our first evening school class was held in a small church 5 miles south of Merryville, known as the Jeff Cagle Settlement. There were 21 farmers present at this meeting, and they were much interested in trying to better their conditions and raise enough products on the farm for the year round.

On December 21 an evening school class was formed at the Franks' Church House, 12 miles south of Merryville, with 19 members present. These farmers had been hard hit, due to their bottom fields having been overflowed in July, ruining all their cotton and corn.

At the first meetings of evening school classes the vocational agriculture de-

partment was explained to the farmers. They were shown how the department could benefit them by keeping them in touch with the newest methods in agriculture, the prices of farm products, and the outlook of the farm situation as a whole.

Monday, January 29, an evening school class was organized at Kern's Store, meeting at the J. L. Marze home. There were 35 farmers in attendance, and the class was started with enthusiasm. The farmers were taught how to build a hotbed so as to raise all of their plants at home.

Tuesday, January 30, an evening school class was organized at Cooper's Graveyard Church, 10 miles north of Merryville. These farmers, too, were taught how to build a hotbed.

This made a total of five evening schools, taught from 10 to 12 o'clock each day, each class meeting once a week.

Federal farm loans were taught to the farmers who met at Kern's Store, Jeff Cagle's Church, and at Merryville. The farmers were much interested in these loans for the reason that many of them had lost their farms. They were also anxious to learn about the interest payment and reduction, and also payment on the principal.

Beginning December 27, each farmer was given a mimeographed leaflet on "How to Cure Meat." The custom had been to smoke meat and hang it up in smoke houses. With the first warm spell "skippers" would get in to the meat and ruin it. At each evening school class a hog was killed, cut up, and put down in cure. Thus the farmers were taught through demonstration how to cure meat so it would keep the year round.

On January 3, the government relief agency started a sanitary program in Louisiana. The farmers in this territory were taught the benefit of cooperating with a program of this sort. All dug and shallow wells were fixed, holes around houses were filled, the yard cleaned up, and everything took on a different appearance. Each farmer has built a sanitary toilet.

Beginning January 10, the Cotton Acreage Reduction Program got into full swing, and the farmers were taught the necessity of carrying out the Government Program and also what to do with the land taken out of cotton production.

Making a survey, it was found that only a few farmers raised enough produce to supply their families. So on January 17 the evening school classes were taught home gardening. All were taught how to build a hotbed or cold frame at very little expense. One hundred and sixty eight hotbeds have been built, and the farmers have cabbage, collard, eggplant, tomato, and pepper plants in their hotbeds.

The survey found that the average number of chickens per farm was twenty-five, from which the farmers were getting but few eggs. So during the week of January 24 the farmers were taught the necessity for culling their flocks. Also, they were taught the importance of poultry in the system of farming. Culling demonstrations were given, showing

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Future Farmers of America



Call for F. F. A. Convention

To All Members of the Future Farmers of America

As President of the Future Farmers of America, I am issuing a call for the Seventh Annual National Convention of the organization to be held at the Baltimore Hotel in Kansas City, Missouri, October 20-27. This Convention will be held in connection with the Ninth Annual National Congress of Vocational Agricultural Students, which occurs at the time of the 1934 American Royal Livestock Show.

Each chartered state and territorial association of the F. F. A. in good standing with the national organization is entitled to two official delegates to the National Convention. The officers of each Association are requested to make immediate plans to have delegate representation and to urge other F. F. A. members and friends to attend the Convention. With the financial assistance given by the national organization this year, we should have a delegation from each of the 47 states and from Puerto Rico and Hawaii. Let us make this the biggest and best convention in the history of the F. F. A.

Bobby Jones, National President

Seventh National Convention of Future Farmers of America

W. A. ROSS, National Executive Secretary

OCTOBER is an important month in the lives of the 80,000 members of the Future Farmers of America organization because the seventh National Convention takes place in connection with the National Congress of Vocational Agricultural Students, October 20-27 at Kansas City. With the provision for defraying transportation expenses of one delegate from each chartered association by the national organization it is expected that all states, Hawaii, and Puerto Rico will be represented and this will make the most complete convention from the standpoint of attendance that has ever been held. Paying the way of one delegate from the national treasury is in accordance with the action taken at the last National Convention. In the four days prior to the actual opening of the convention the Board of Trustees will hold important meetings, as will the National Advisory Council of F. F. A.

The first event of general importance to delegates and visiting F. F. A. members is the Public Speaking Contest to be held in the Power and Light Company Auditorium Monday evening, October 22. At this time the successful regional public speakers who have come up victorious thru the local and state elimination events will compete for national honors. Included also in the finals will be the winner between the Hawaiian and Puerto Rican Associations. The Public Speaking Contest will also be broadcast over the Farm and Home Hour of the N. B. C. network on Octo-

ber 23. A total of \$750 in cash prizes provided by the F. F. A. will be awarded.

The first convention session will be held on Tuesday morning, October 23, at which time the delegates will be seated, a roll call of the states will be conducted, and nominations made for the American Farmer Degree by J. A. Linke, National Adviser. Three-minute reports from delegates on state accomplishments will also be called for. The applications for American Farmer Degree will have been thoroughly reviewed and studied by the Board of Trustees prior to this session, and recommendations placed in the hands of the Adviser. During the afternoon, reports of the Executive-Secretary and the Treasurer will be called for, and successful candidates will be raised to the degree of American Farmer by the national officers. In the evening all F. F. A. members will have a prominent part in the great vocational parade at the American Royal grounds.

The Star American Farmer will receive his \$500 award and the title of "Star Farmer of America" at the close of the arena parade. A Star State Farmer award will also be made in four states. A total of \$900, provided thru Mr. W. A. Coehel by the *Weekly Kansas City Star*, will be given out before the crowd at the American Royal, and the event will be broadcast from the Star's radio station.

Wednesday, October 24, calls for a half-day of committee work, and in the afternoon special events by sponsors

and guests and the election of the national officers for 1935. At the general banquet held that evening \$750 in cash and other prizes will be awarded to the victorious chapters in the Chapter Contest and to the winner in the State Association Contest.

On Thursday, October 25, the fourth and fifth convention sessions will be held. Unfinished business, as well as new business, including the consideration of several very important problems which the national organization is facing will require attention from the delegates. The address of the outgoing president will conclude the convention proper, while the last event of the F. F. A. activities will be the joint-executive session of the new and old Boards of Trustees.

Delegates coming to the convention should be provided with a credential letter from their State Association, directed to the National President of the F. F. A., indicating which delegate is to present the state report before the convention. The designated delegates on the matter of the state report should be provided with four copies of this report. It has been suggested further that all delegates familiarize themselves with common parliamentary procedure, thus fitting themselves for active participation on the floor of the convention.

The seventh National Convention of Future Farmers of America was planned by the National Board of Trustees at their meeting in Washington in June. President Bobby Jones of Radnor, Ohio,

will preside at all convention sessions and other F. F. A. activities. He will be ably assisted by the other boy officers of the organization who are as follows:

1st vice-president, Alex C. Alampi, Williamstown, N. J.

2nd vice-president, Robert Stewart, Miles City, Montana.

3rd vice-president, Marion Winge, Lyons, Ga.

4th vice-president, Morrison Lowenstein, Kearney, Nebraska.

Student secretary, Carl D. Shopbell, Leslie, Mich.

All sessions of the convention will be held in the Pompeeian Room of the Baltimore Hotel.

The Utah F. F. A. State Band of 65 pieces will be on hand for the entire convention and will provide entertainment for the Congress as well.

National Congress of Vocational Agriculture Students

J. A. Linke, Acting Chief, Agricultural Education Service

"ON TO Kansas City" is the slogan of vocational agriculture students for October. The Ninth National Congress of Vocational Agriculture Students will be held in conjunction with the American Royal Live Stock Show at Kansas City, October 20-27.

In 1926, when we were yet in our infancy, the officials of the American Royal gave us a home in Kansas City and provided facilities for the first livestock judging contest for vocational agriculture students. The Kansas City Chamber of Commerce put on the big banquet, and the Kansas City Merchants Association furnished ample prizes for winning teams and individuals in this contest. Since that time many new and interesting features have been added to this ever-growing congress until, now, it is one of the big features of the American Royal with some 3,000 farm boys, taking agriculture in the high schools, making an annual pilgrimage to Kansas City to attend the American Royal and engage in the many activities set up for vocational agriculture students.

In 1928 the Future Farmers of America held their first National Convention during the week of the American Royal, which brought to Kansas City the first National Organization of farm boys with national officers in charge. The F. F. A., although a young organization, was one which met a felt need of farm boys, and therefore they took great pride and interest in its development. It has made a rapid growth until now it has a membership of over 80,000 farm boys taking agriculture in the high schools of 47 states, Puerto Rico, and Hawaii. The F. F. A. brings to Kansas City and the American Royal the National Public Speaking Contest, the National Chapter Contest, the State Organization Contest, and the Star Farmer awards given by W. A. Coehel of the *Weekly Kansas City Star*.

In connection with the vocational activities meat judging was added in 1927, and this year three more judging contests, formerly held in connection with the National Dairy Show, namely,

dairy, milk, and poultry, have been brought to Kansas City. This brings all annual national judging events of vocational agriculture students and the National F. F. A. activities to Kansas City, and at this time naturally turns the attention of all vocational agriculture students and Future Farmers of America toward the American Royal.

The events of the National Congress will be divided into four main divisions—judging contests, educational and recreational activities, F. F. A. activities, and general activities. The superintendents of these main divisions are as follows:

R. D. Maltby, Federal Agent for Agricultural Education, will have charge of all judging activities.

Ray Cuff, Kansas City Livestock Exchange, will have charge of educational and recreational activities.

W. A. Ross, Executive Secretary of the National Organization of F. F. A., will have charge of all F. F. A. activities.

J. A. Linke, Acting Chief, Agricultural Education Service, Office of Education, will have charge of general activities.

The schedule of main events in connection with the Congress are as follows:

Saturday, October 20—Meeting of the F. F. A. National Board of Trustees; Banquet, Kansas City, Kansas, Chamber of Commerce; and the Horse Show.

Sunday, October 21—Auto tour of Kansas City; Meeting of F. F. A. National Advisory Council; Meeting of coaches of judging teams; Meeting of F. F. A. State Advisers.

Monday, October 22—Livestock judging contest; Meat judging contest; Poultry judging contest; F. F. A. Public Speaking Contest.

Tuesday, October 23—Dairy judging contest; F. F. A. convention opens; F. F. A. Radio broadcast; Milk judging contest; Arena parade and Star Farmer award.

Wednesday, October 24—Annual banquet for official judging teams, coaches, prize winners in livestock exhibits, American Farmers, and invited guests.

So its "On to Kansas City," the center of the livestock industry of America; the home of the Vocational Congress, the F. F. A. convention, and the American Royal Livestock Show.

The Development of Public Speaking Possibilities

AT A recent F. F. A. public speaking contest a teacher of vocational agriculture questioned the correlation of public speaking with the teaching of agriculture. To me one of the objectives in teaching our subject is to attempt informally in the classroom to get the student to express himself with the greatest clarity. Do we not, in a measure, evaluate our pupil's ability on this very thing? If his recitations do not clearly convey the lesson material, can we be sure the pupil has mastered the subject matter? True, there are students who write excellent quizzes and so we know

have grasped the situation. Yet, this same group would fall perhaps below par were they given the same quiz as an oral discussion. Because these students are strong in written work and we know have satisfied the technical and theoretical requirements, shall we rest here? I think not. It appears that these pupils are gifted writers, or else they have acquired it by training, or possibly their excellent written expression is due to the fact that they have more time to formulate their ideas when writing than when making an oral delivery. In other words, the ability is there, but lies dormant for lack of verbal training. To me the first possibility isn't sound, since the idea is formed mentally and has to be put into words before writing. Therefore, it would seem, one should be a more gifted speaker than writer. More likely we are, the most of us, better writers of our thoughts than we are speakers, because we have had more training in formulating our ideas as we write.

In our work we have so much more occasion to talk than to write I think we'll agree that it is of utmost importance that we develop in public speaking to the fullest extent. We'll also agree that to be an influential citizen, a personal success, and to make the world a better place for our having lived, we must be able to intelligently discriminate between the good and the bad of every situation and be able to tell why we stand for such principles. This is exactly what public speaking does.

Besides the informal speaking in the classroom with our classmates as the audience, we have the formal contests in which the pupil must glean his own subject, be a discriminating chooser of material, and, with the aid of his teacher, do his best to place first in the contest.

Not alone do the placers win. They are the ones who share the honorary laurels, but every contestant wins for himself a degree of self-improvement that will work for him long after the contest is forgotten. For the ones who win, the real glory lies in the ever-living benefit they carry with them and not in the medals they carry home to place perhaps with other trophies.

Now, then whose duty is it to develop the speaking possibilities in every boy? Personally, I don't believe in absolute division of labor in this work. I believe it is the teacher's duty—not the English teacher's, the History teacher's, nor the Special Public Speaking teacher's—but every teacher's. "It is the plus factors," says Doctor Nolan, "that make for success."—Adviser from an Illinois F. F. A. Chapter, The Illinois Future Farmer, May, 1934.

A Program of Work for a Local Chapter, Sargent, Nebraska

EVERY F. F. A. chapter needs a good program of work. Following is this year's list of activities of the Sargent, Nebraska, Chapter, which M. J. Harris, Adviser, states was completed successfully.

1. Start a general reading library in the agriculture department, each member donating one or more vol-

- umes.
2. Supply entertainment for Saturday night crowd in town park.
3. Enter state public speaking contest.
4. Send judging teams to state judging contest.
5. Enter float in Sargent Fair parade.
6. Hold district F. F. A. basketball tournament, butchering demonstration, and banquet.
7. Have a chapter exhibit at the Sargent Fair.
8. Conduct project tour.
9. Enter the Nebraska best chapter contest.
10. Secure a large supply of laboratory equipment for the local department.
11. Conduct class debates.
12. Organize a baseball team.
13. Organize a basketball team.
14. Send delegation to state F. F. A. convention.
15. Conduct a class judging contest.
16. Secure large attendance for evening course.
17. Submit articles to local paper and state F. F. A. news.
18. Encourage farmers to bring work to school shop.
19. Treat all kinds of seed for farmers.
20. Conduct prairie dog eradication demonstration.
21. Keep the school shop and classroom neat and orderly.
22. Supply assembly with entertainment and educational features.
23. Secure speakers to talk before the F. F. A.
24. Have corn husking contest.
25. Have an Annual F. F. A. night
26. Post an honor roll of agriculture students.
27. Beautify school grounds.
28. Hold joint meeting with other chapters.
29. Put on annual Junior fair with student officers.
30. Increase enrolment of F. F. A.
31. Serve refreshments at F. F. A meetings.
32. Conduct a bind weed demonstration.
33. Increase enrolment of agriculture department.
34. Make a scrap book of F. F. A. publicity.

Swine Projects

(Continued from page 57)

The swine project offers an excellent opportunity to teach the value of breeding. At Mingo we have set a goal of purebred breeding stock in every project. This does not mean that each boy starts with purebred sows. Many have market litters from home sows for their first project. But they all have at least one purebred sow as their goal for the second project. Practically all are able to breed their sows, grade or registered, to good boars from the beginning. By having purebred breeding stock, the necessity of careful culling, even of purebreds, is emphasized. Only a relatively small part of the boars we produce are sold for breeding stock. Each boy is constantly urged to market all but his

most outstanding pigs. Only well-grown pigs of superior type and breeding are entered in the sale held each year. Undoubtedly the main outlet for the bulk of our project pigs will always be the packing house. It would be undesirable to make "big breeders" of all of our boys who carry swine projects. There is much to be learned from the market pig project, especially as regards feeding and handling. But it would seem that every well-balanced swine project program should include both purebred and market pigs, and that most of the students should become experienced in both phases.

The swine project offers unusual opportunities for the development of cooperative attitudes and ideals among boys. The cooperative buying and selling of breeding stock, the ownership and use of boars, and insurance plans have frequently shown their value in this respect. They can be used in any project program to some extent, regardless of its scope. The buying and mixing of protein and mineral feeds and the buying or building of certain pieces of equipment offer possibilities along this line.

Competition can also be used to stimulate interest in swine projects. Our project accounting now makes it possible to compute costs of production with reasonable accuracy. Local project tours and shows are within the reach of almost every vocational department and can be made to have considerable educational value. The swine project has unusual possibilities.

Hide Tanning

(Continued from page 59)

all traces of lime are removed.

Now the hide is ready to be placed in the tanning solution. The solution should be in a wooden barrel or vat. Immerse the hide in this for 36 to 48 hours. The time depends on the strength of the solution and the quality of the hide. This solution does not have to be destroyed; it may be used for two or three hides.

Remove the hide from the tanning solution and wash in clean water. The hide is now ready to be worked and dried.

Work the hide thoroughly while drying. Several processes may be used in working the hide, such as pulling it over a rounded structure or beating with stick. The method found by the class to be the most efficient was to use a lever constructed in the shop. This pulled the hide over two uprights when the lever was pulled down, thus working it very efficiently.

Although other hides may be tanned by this method, we recommend this process mostly for leather to be used in harness repair.

An average cow or horse hide may be tanned at a cost of fifty cents to a dollar, depending on local prices and number of hides tanned.

Five Evening School Classes

(Continued from page 61)

the farmers how to cull. To date, 52 flocks have been culled, and more eggs—with less hens—are being obtained.

Farmers of this community have never raised one variety of cotton or corn, and have planted the same kinds each year. After teaching the best varieties of cotton and corn and explaining how planting a standard variety would benefit them, on January 31, it was decided to plant D. & P. L. No. 10 cotton, and Calhoun Red Cob corn, recommended by the Louisiana Experiment Station.

Farmers were anxious to learn how to mix their own fertilizers and to know what fertilizers were best suited to each crop. In the meetings during the week of February 1, the necessity of knowing when a fertilizer paid was stressed. The practice heretofore had been for the farmer to buy all the fertilizer he could from a merchant and frequently not make enough produce in the fall to pay him back.

During the week of February 8, the work of the Farm Credit Administration was explained to the farmers. The farmers in this territory were found especially interested in the crop production loans.

Terracing had been stressed to a small extent in this territory, and a few farmers knew something about terracing. The C. W. A. kindly loaned four men who knew how to terrace land. By making a survey in this territory, it was found that a large number of farms were not terraced. Mr. Huddleston and Mr. Cooper, county agent, were invited to come to our meetings during the week of February 15, and give terracing demonstrations. Through this means the farmers became interested, and at present all but four farms in this community have been terraced.

On February 22, the farmers were cut off from the government relief and were very anxious to obtain further information on crop production loans. All papers that had to be filled out were explained to them in detail, and they were shown just what they would have to do to obtain a loan through the district office.

The farmers of the community met in Merryville on March 15 in a very successful meeting. With us were the relief force of the parish, the home demonstration agent, county agent, and district home demonstration agent, 125 C. W. A. workers, and 175 farmers. At this meeting each farmer was given enough seed to plant his garden for the year. A live-at-home program has been stressed throughout all of the evening class meetings and it was especially stressed on this day. One-hundred eighty thousand cans and jars have been ordered, and it is hoped that they can be obtained. The farmers have plants in their hotbeds, and enough garden seed to plant their gardens. We are going to put the canning program over and let every farmer have a full pantry for next winter.

We have had lots of trials and setbacks in our work, but in spite of all of this, it looks as if each farmer is going to be independent next winter. I have had splendid cooperation from the staff of the state supervisor of vocational agriculture at Baton Rouge, the Parish School authorities, and the Relief Agency and C. W. A. board of Beauregard Parish.

